

College and Career Literacy

Lesson Preparation

Daily Lesson 9	WRITING	
	TEKS	Ongoing TEKS
	E1.15B,i,ii	E1.13A,B
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Authors use a repertoire of strategies that enable them to vary form, style, and structure, in order to write for different purposes, audiences, and contexts. Authors develop and refine their ideas for communicating, connecting with others, and clarifying their own thinking. <p>— What is the reading/writing connection?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Workplace document 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Writer's Notebook (1 per student) Independent reading novel (1 per student) Workplace document packet from Daily Lesson 8 Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Teacher Resource: English I Unit 05B Reading Appetizer 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Students may need to refer to the workplace document packets from Daily Lesson 8. Refer to Teacher Resource: English I Unit 05B Reading Appetizer. Prepare accordingly. 	
Background Information	<p>This Instructional Routine partially assesses Performance Indicator: <i>"Write a letter of correspondence or an email to a prospective employer expressing your interest in an available position with the company. Include your qualifications and explain how you would benefit the organization."</i></p>	
Teacher Notes	<p>Students may also need to refer to the visual representations presented during Daily Lesson 6 for specific qualifications/requirements for a career.</p>	

Instructional Routines

Daily Lesson 9	WRITING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students generate ideas and organize information for a business correspondence.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Reading Appetizer. 2. Display Performance Indicator: <i>"Write a letter of correspondence or an email to a prospective employer expressing your interest in an available position with the company. Include your qualifications and explain how you would benefit the organization."</i> Clarify expectations as needed and review the provided rubric. 3. Ask: What decisions do you need to make before you begin to write? Discuss responses as students record the information in their Writer's Notebook. 4. Explain to students that they may use the workplace documents from Daily Lesson 8 or the visual representations created by their classmates as references for information if needed.
Learning Applications	<ol style="list-style-type: none"> 1. Students generate ideas, organize their information, and begin drafting a business correspondence. 2. Confer with students to provide targeted instruction.
Closure	<ol style="list-style-type: none"> 1. Ask: How does the purpose for writing your business correspondence differ from other forms of writing? Discuss responses.